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ABSTRACT

This plan is intended to be used by the Los Angeles Community College District during the five academic years between 1976 and 1981 as a basis for planning and implementing new career training programs and services, and for reviewing programs already in existence. Part 1 describes District and vocational education policies, goals, and objectives, singling out measurable objectives for vocational education, vocational education instructors, and each major part of the vocational education instructional program (agriculture, distributive education, health, home economics, office education, technical education, trade-industrial education). Part 2 describes an annual program plan for 1975-76, and part 3 describes a long-range four-year plan with regard to the following functions: population needs, job market, job performance requirements, program planning, vocational education promotion, student recruitment, curriculum resources and ancillary services, guidance and counseling, placement, instruction, program review, and evaluation.  
(Author/NHM)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT  
DISTRICT PLAN FOR VOCATIONAL EDUCATION  
1976 - 1981

Prepared as a basis for District Application for Funding under provisions of the Vocational Education Act of 1968 P.L. 90-576 and the California State Plan for Vocational Education.

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March, 1976

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## FOREWORD

It is with pleasure and a special pride that I write the foreword to the Los Angeles Community College District Plan for Vocational Education. This plan will be used during the 1976-77 school year and for the next five years as a basis for the planning and implementation of new career training programs and services and for the review of those programs already in existence. It is our hope that this plan will be not only a statement of our philosophy and goals but a practical, working outline of our efforts to meet the educational and career training needs of our students and community.

The Los Angeles Community College District is the largest multi-campus community college system in the World. The current total enrollment exceeds 137,000 day and evening students. The District's nine colleges serve the population and job market needs of nearly four million people who live within its official boundaries.

Each of the nine Los Angeles Community Colleges is cognizant of its responsibility to meet the human needs of the community it serves. Each is committed to the broad concept of Career Education that combines the advantages of vocational and academic training. Each is constantly striving to make its career programs and educational opportunities accessible to everyone who is living in its service community. There is a determination at the District and at each college to identify and meet the career training and educational needs of the disadvantaged, the handicapped, and the aged, as well as the so-called regular student.

The nine Los Angeles Community Colleges are very aware of their role as important social and educational service institutions. They are repositories of learning, but they are also laboratories for change. Each responds to the needs of the community it serves by providing the student with the skills and judgment necessary to make informed choices about his career, his future life, and his community.

Leslie Koltai  
Chancellor

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## INTRODUCTION

The Los Angeles Community College District Plan for Vocational Education was prepared in accordance with the Instructions for Preparing a District Plan for Vocational Education.

Answers to the sub-items listed under each of the major functions for vocational education were the result of a cooperative effort between the colleges and the District's Office of Occupational Education. Each college submitted a College Plan and these served as the basis for the District Plan. The first draft of the District Plan was reviewed and altered by the occupational education coordinators and faculty at each college and by each college President, as well as by college-wide committees and councils.

In writing the District Plan, a special effort was made to refine and develop the measurable objectives and planned activities to a point where they would be not only achievable but practical and meaningful as well.

Projected planning in the District includes the referral of the District Plan to the appropriate committees and councils that deal with one or more of the topics included in the 12 functions of vocational education. A major effort of these committees will be to find ways and means to improve existing programs and services and to plan and implement new vocational programs using the data and information included in the District Plan.

John T. McCuen  
Vice-Chancellor  
Educational Planning and Development

PART I  
DISTRICT VOCATIONAL EDUCATION  
POLICIES, GOALS AND OBJECTIVES



PART I. DISTRICT VOCATIONAL EDUCATION POLICIES, GOALS, AND OBJECTIVES

A. Philosophy and Goals of the Los Angeles Community College District

1. Philosophy:

The Los Angeles Community College District recognizes that its first responsibility is to the student. The nine Community Colleges within the District meet this responsibility by providing college-level education through a variety of educational programs and student activities. These curricular and activity programs are designed to help the student increase his knowledge and understand himself and his physical and social environment.

The Los Angeles Community College District is also responsible to the community it serves. It recognizes a mandate to produce college-trained graduates equipped to continue their formal education at a senior college or university or to enter business and industry, and, in either case, to be better prepared to discharge the duties and prerogatives of citizenship in a democratic society.

The District accepts the challenge that such a program can be developed only through a high regard for individual merit and a deep respect for human dignity. These attitudes are basic to the democratic concept and, as such, should be reflected in the educational programs, the student-teacher relationships, and the administrative policies of the District.

2. Goals

- a. To provide two-year academic transfer programs acceptable for advanced study at senior colleges and universities.
- b. To provide college-level occupational programs that qualify the student for entry-level jobs in business, industry and public service.
- c. To provide a counseling and guidance program that incorporates vocational, educational and personal counseling to assist the student in the selection and pursuit of a life-work compatible with his interests, aptitudes and abilities.
- d. To provide a broad educational program that will enable the student to become a more effective citizen.
- e. To provide a program of community services offered in cooperation with other educational and governmental institutions to meet the cultural, educational and vocational needs of all interested persons.
- f. To provide educational and occupational programs that meet the population and job market needs of the community and to provide all persons with equal access to these programs.

B. Policy and Philosophy on Vocational Education (adopted by Board of Trustees)  
I-13-70.

The State of California has long been recognized as a leader in the educational affairs of the nation--with special recognition for the State's community colleges and for the programs of vocational education in the colleges.

California educational institutions have produced leaders capable of tying together on a cooperative basis, the State's social, economic, and political systems necessary for the development of the State's human resources. The basis for this favorable progress has been an expanding population coupled with a growing economy created by the lively enterprises of agriculture, business, and industry. Emanating from these growing and expanding endeavors is the demand for skilled workers. Public policy makers have mandated by legislation that manpower development and training is a joint responsibility of government, education, and community groups.

In cooperation with these groups in the Los Angeles metropolitan area, the Los Angeles Community Colleges have joined forces in planning vocational training programs designed to train and retrain youth and adults for gainful employment in the business and industrial enterprises located in the area.

It is through the cooperative efforts of education, industry, (Labor and Management), and government, that the full resources of the community can be brought to bear on the problem of developing skilled manpower for today and tomorrow's jobs.

C. Goals of Vocational Education

1. Develop vocational education programs which meet the individual's need for acquiring saleable job skills and economic security.
2. Design programs for meeting the special needs of the handicapped and disadvantaged.
3. Formulate cooperative education programs, when appropriate, to meet the learning and economic needs of vocational students.
4. Develop vocational education programs for those occupations where employment opportunities are readily available.
5. Make opportunities for vocational training available to all persons, and accessible to those needing training for entrance employment, and to those needing training to progress in their present jobs.

6. Utilize vocational advisory committees, composed of labor, management, government, and community representatives, as important allies in the planning, development and maintenance of realistic vocational education programs and services.
7. Improve the effective use of research and evaluation data in planning, implementing and evaluating vocational programs.
8. Involve appropriate agencies of local, state, and national government concerned with manpower and training programs; and labor market research and information in the planning and development of vocational training programs.
9. Make vocational programs more in line with current and anticipated job market needs through regular review.
10. Improve the articulation and coordination of vocational programs offered by the community colleges with the vocational and educational programs offered in the high schools and four-year colleges.
11. Provide more in-service training for certificated vocational counselors so they may better assist every student to make vocational choices and to select training and retraining programs to fit his interests and needs.
12. Select and evaluate teachers, supervisors, and administrators responsible for vocational education programs on the basis of their personal and technical abilities and special education and training for planning and operating vocational education programs.
13. Increase in-service training and make it an indispensable element in staff development.
14. Enhance the personal and technical attributes and efforts of the teacher with appropriate instructional aids, materials, and equipment.
15. Exercise vigilance regarding prudent use of tax money, encourage a pooling of resources among education, industry, and government in support of manpower development and training programs and avoid overlap and duplication of effort.

D. Measurable Objectives for Vocational Education

1. Plan and develop systems for collecting and evaluating data and information on population and labor market needs.
2. Articulate and coordinate these needs with the programs and services of the nine Los Angeles Community Colleges.
3. Plan and operate vocational education programs that will train and retrain persons for needed and available jobs.
4. Plan programs that will carefully integrate the values and technical skills of vocational education with the skills the student acquires in his academic program of education.

5. Plan and operate vocational programs with the assistance of lay advisory committees using all available data from occupational analyses and research studies.
6. Provide counseling and vocational guidance services that will assist the student to select vocational programs that realistically fit his interests and needs.
7. Staff vocational programs with instructors who are qualified by special education and training to impart to the student up-to-date skills, knowledge, attitudes and pride in work necessary for successful employment.
8. Provide pre-service and in-service training that will assure that instructors, counselors, administrators and others responsible for vocational education, are up-to-date on current labor market needs and population interests and needs.
9. Supplement regular vocational programs with special programs designed to serve the handicapped, disadvantaged, and others having special needs in basic subjects or skills prerequisite to training or retraining for gainful employment.
10. Provide placement services that will assure each student reasonable opportunity to be placed in a job for which he is training or trained.
11. Provide for improved programs of articulation between secondary and post high school programs that will allow the student to progress on a career ladder without the loss of time, credits or duplication of effort.
12. Review and utilize existing information and data applicable to the planning, development, and maintenance of relevant vocational programs.
13. Provide for original research and surveys that will produce information needed for planning and improving vocational education.
14. Maintain programs of public information that will keep students and the public aware of the vocational programs and services of the colleges, and how these programs prepare students for employment opportunities in the community.

E. Measurable Objectives for the Vocational Instructor

1. Plan and organize, in accordance with Board and administrative policy, a program of instruction designed to impart to the student the attitudes, knowledge and skills required for successful employment.
2. Provide recommendations and leadership for acquiring appropriate facilities, equipment, tools, and supplies needed to teach the skills required for satisfactory job performance.
3. Employ methodologies utilizing the best known audio-visual and instructional materials available, including the use of community resources and institutions offering training and work experience not available in the schools.

4. Provide for equipment and tool maintenance services, lab and shop attendants, counseling, testing, and other needed support services.
5. Initiate actions in cooperation with administrative personnel to collect labor market data and to organize and utilize advisory committees.
6. Develop and maintain a system for evaluating the efficiency and effectiveness of the instructor's instructional program in terms of meeting that program's objectives.

F. Measurable Performance Objectives of Each Major Part of the Vocational Education Instructional Program

General Objectives

Each of the following general areas of vocational education programs are designed to prepare and/or retrain youth and adults for gainful employment or advancement in a recognized occupation where employment opportunities exist.

Occupations generally considered to be professional, or those requiring a baccalaureate or higher degree are not defined or included as a part of the college vocational programs. Vocational education programs and services will be available to all persons including the aged, disadvantaged and handicapped.

Program Objectives for General Occupational Areas

Agriculture---To provide the student with skills and knowledge related to general agriculture and to prepare the student for successful employment in any of the agricultural occupations which involve specific skills related to plant science, soil science, animal science, farm management, farm mechanics and the storing, processing and distribution of farm products.

Distributive Education---To train and retrain persons for successful employment in occupations related to marketing, merchandising and the distribution of goods and services.

Health---To prepare students for employment in a specific occupation in health care fields involving direct or related services to patients such as therapeutic, preventive, restorative and rehabilitative services.

Home Economics---To prepare persons for gainful employment in occupations requiring skills and knowledge related to home life and institutional management, food and nutrition, home and commercial furnishings and equipment, health and safety. Consumer homemaking will give primary emphasis to youth and adults needing the skills and knowledge essential to the management of family life, finances, food, clothing and the buying of goods and services, and the utilization of resources and services related to family life.

Office Education---To prepare students for entrance employment or advancement in the many and varied office occupations requiring general and specific skills related to office machines, communications, reports, office management and production, etc.

Technical Education---To offer instruction that will develop competencies required for employment in a wide variety of occupations requiring skills of a semiprofessional nature. Instruction normally involves subjects of a technical nature such as mathematics, the physical and life sciences, materials and processes related to the specific requirements of the job.

Trade-Industrial Education---To train and retrain persons for employment in a specific occupation generally associated with the designing, building, testing, servicing and maintaining of buildings, machinery, and the providing of personal and public services requiring technical and manipulative skills.

PART II

ANNUAL PROGRAM PLAN, 1976-77



## FUNCTION 1 - POPULATION NEEDS

### A. Statement of Need

With more than 7 million residents, Los Angeles County, an area of 4,069 square miles, ranks as the most populous county in the nation. It is larger in population than 42 of the 50 states, according to the 1970 census. About 85 percent of the population is concentrated in the 77 cities within the county. The City of Los Angeles, which covers 455 square miles, has a population of nearly 3 million residents. Almost one-third of the population is comprised of ethnic minority groups.

The Los Angeles Community College District's nine colleges serve an estimated four million residents who live in an area of 882 square miles. Of these, Spanish-surnamed residents number approximately 720,000 persons; Blacks 604,000; Asians 124,000; Filipinos 21,000; and American Indians 14,500.

Enrollment for the nine District colleges in the Fall of 1975-76 is 137,031. There are more than 34,000 members of ethnic minority groups among the District total enrollment, including 15,000 Spanish-surnamed; 19,000 Blacks; 5,000 Asian-Americans; 950 American Indians; and 1,300 other non-whites. Some 51 percent of these students are enrolled in at least one vocational education course.

On an economic basis, the area served by the Los Angeles Community College District ranges from 90,000 families whose annual income is less than \$3,000 to 105,000 families whose annual income is more than \$50,000. The greatest concentration, nearly 253,000 are those families whose annual income falls between \$10,000 and \$15,000.

Age-wise, according to 1970 census figures for Los Angeles County, half of the male White population was below 29.0 years old, compared with 22.4 years for male Blacks, 27.3 years for males in other races, and 21.7 years for Spanish-surnamed males. The respective median ages for females were: White, 31.5 years; Black, 24.3 years; other races, 27.3 years, and Spanish-surnamed Americans, 22.5 years. Some 62 percent of the total population was in the prime-working age group, 16-64 years old. Of the total county population over 25 years old, 38 percent had not been graduated from high school.



The census data for Los Angeles County showed also that among males 16 years of age and older, 1,081,569, (45.5 percent) were veterans. Men who served during the Vietnam War period numbered 179,180; during the Korean conflict, 182,087. Some 40,396 had served in both Korea and World War II. Service in previous periods accounted for 679,906 veterans.

The Los Angeles Unified School District reports that there are some 37,272 12th graders enrolled in September, 1975. High school enrollment is expected to continue to exceed 37,000 through 1978-79, although birth control pressures and legalized abortions already are affecting elementary grade enrollments.

Separate population statistics need to be developed for the Los Angeles Community College District. Population statistics have either been available for the City of Los Angeles which falls short of the geographic areas served by the District; or on a county basis which covers an area greater than that served by the District.

Statistics which more accurately reflect the District population should be analyzed to identify particular segments of the population according to ethnic background, sex, age, veterans, the disadvantaged and the handicapped in order to serve the special needs of these groups.

There is, therefore, a need to develop a system to compile population statistics for the District through computerization of data gleaned from 1970 census tracts, to modify these data with information from organizations with demographic responsibilities; and to update the information as more facts become available.

#### B. Goal

To make readily available data regarding characteristics of the general District population and of the District student enrollment as bases for sound decision-making.

#### C. Measurable Objectives

1. Update 1970 census tract data for more current analysis of District population characteristics and trends.

2. Work more closely with each campus to determine characteristics and needs of students and the service area communities.
3. Make demographic data more readily retrievable.

D. Planned Activities

1. Establish and maintain strong liaisons with public and private entities to obtain updated demographic data.
2. Develop more sophisticated computer programs for population information retrieval and analysis.
3. Utilize the District's new geosystems for analysis and occupational education needs in each college service area.

E. Evaluation

Activities will be successful to the degree that accurate, current information is readily retrievable and made available to decision makers.

FUNCTION 2 - JOB MARKET

A. Statement of Need

District vocational coordinators and faculty should take a more active part in job placement. Basic to such activity as job market analyses information. There is a continuing need to update job market information and to relate this to required, curriculum changes.

While Los Angeles County is an area of some 2.9 million employed people, it is given a Labor Market Classification of D - an area of substantial unemployment.

B. Goals

To expand and refine the District's source file of job information.

To heighten faculty awareness of needed training and career development.

C. Measurable Objectives

1. To maintain a current file of job market information available to the faculty.
2. Closer liaison will be maintained with public and private sources of job market information.

#### D. Planned Activities

1. Campus coordinators will encourage vocational faculty to expand job placement activities.
2. Reports will be regularly reviewed from such sources as EDD Research Office, the Bureau of Labor Statistics, and economic departments of financial institutions. In addition, campus coordinators will keep abreast of local job market developments with the assistance of advisory committees.
3. Newsletters or other communications systems will be developed to transmit job information to faculty members and administrators responsible for planning vocational education programs.

#### E. Evaluation

This is a continual process that will be determined by the number of planned activities accomplished.

### FUNCTION 3 - JOB PERFORMANCE REQUIREMENTS ANALYSIS

#### A. Statement of Need

Job performance requirements in the District's Vocational Education Program are presently determined in several ways. Advisory committees, established for each vocational program, are an important source of job performance data. Regular personal contact between each College's Vocational Coordinator and employers to ascertain and respond to changing training needs represents a second source of job performance information. Instructors are also encouraged to visit job sites to obtain first-hand knowledge of job requirements. In addition many part-time instructors are employed full-time in business and industry. The knowledge they bring to the College provides for day by day adjustment of training programs to fit current job requirements. Finally, programs such as Nursing, X-Ray Technology and Cosmetology have licensing and certification requirements which assure competency in job performance and serve as guides for training.

The District recognizes that greater use should be made of surveys and research in determining job performance requirements. All vocational programs should be subjected to periodic, documented investigation that is designed and validated by a competent researcher. An office of Research and Analysis has been established at the District level and will provide assistance in this area. The District recognizes that the opportunity to participate in the District's Cooperative Education Program should be made available to more vocational students. Further, it is necessary that each College write and keep current measurable objectives describing job performance requirements for each vocational program in its curriculum.

To summarize, there is a need, to develop a system at each college for collecting and evaluating current information on job performance requirements; to incorporate work experience into the curriculum of every vocational program offered by the District; to develop at each College measurable performance objectives for each vocational program; and to continue to improve communication and cooperation with advisory committees, employers, students, faculty and agencies who have expert knowledge of current job performance requirements.

B. Goal

To compile and analyze specific job performance requirements on a continuing basis and to use this information in the planning and revision of needed and relevant vocational programs.

C. Measurable Objectives

1. To develop a system at each College for acquiring and maintaining current information on job performance requirements. (This should be accomplished for each occupational field.)
2. To develop and update a District policy requiring that the vocational curricula include on-the-job work experience.
3. To have each College develop annual measurable performance objectives for each vocational program. (These objectives should be based on current job performance requirements.)
4. To improve at each College the continuing program of communication and cooperation with advisory committees, employers, students, government agencies and private groups concerned with job specifications and manpower skill training.

D. Planned Activities

1. Survey selected employers each year to determine their current job performance requirements.
2. Increase by ten percent the number of visitations to job sites by instructors to obtain first-hand knowledge of job performance requirements.
3. Plan regular meeting between part-time instructors employed during the day in their specialized fields and full-time instructors, students and staff to provide for day by day adjustments in training.
4. Compare indicated job performance requirements for each vocational program with certification and licensing requirements of the State and Federal governments.
5. Review job requirements at least once a year with advisory committees and employers.

6. Calculate each semester the number of vocational students placed in jobs related to College training and the degree of student success on the job.
7. Maintain file of regular current reports of the following organizations in order to obtain pertinent information on job requirements:
  1. Employment Development Department.
  2. Department of Industrial Relations
  3. Department of Rehabilitation
  4. U.S. Department of Labor, Manpower Division
  5. Comprehensive Employment Training Act Offices.
  6. Los Angeles Chamber of Commerce
  7. Industry Education Council.

E. Evaluation

District evaluation of the Job Performance Requirements analysis function will be based upon a District review of each College program as well as upon the number of planned activities accomplished.

FUNCTION 4 - PROGRAM PLANNING

A. Statement of Need

The District has recently created a Division of Educational Planning and Development. Heading up that division are a Vice-Chancellor and six directors who will work as a team to assist colleges in the planning and initiation of new programs.

Each college presently assesses the needs of the community it serves in the planning of new programs. It is expected that the Office of Educational Research and Analysis will increase each college's capacity to determine the population and job market needs of its own community. The new Geosystems program is one example by which the Research Office will help the colleges in obtaining current data on their service communities. The colleges are also assisted in this task by numerous vocational advisory committees.

The District recognizes that its planning function should be to assist the colleges in making future decisions about vocational programs. It recognizes further that it should gather and make available to the colleges' current data pertaining to population and job market needs in the District, and that it should offer both leadership and technical assistance to the colleges in the planning process.

To summarize, there is a need to develop a procedural system for planning vocational programs and services; to conduct District-wide population and job market surveys and to make the data from these surveys available to each college; and to increase the District's ability to advise and assist each college in the planning of new programs.

B. Goal

To increase college expertise in assessing the population and occupational needs of the community, and in offering leadership and assistance in the planning of new vocational programs.

C. Measurable Objectives

1. To develop a system to help each college coordinate its planning with the needs of government, high schools, colleges, businesses and industry.
2. To develop policy, procedure and guidelines for the utilization and integration of population needs information, job market data, advisory committee input, and student feedback information as a basis for program planning at each college.
3. To develop policy, procedure and guidelines for budget planning at each college.
4. To develop a policy that encourages the implementation of vocational programs for the aged, disadvantaged and handicapped.

D. Planned Activities

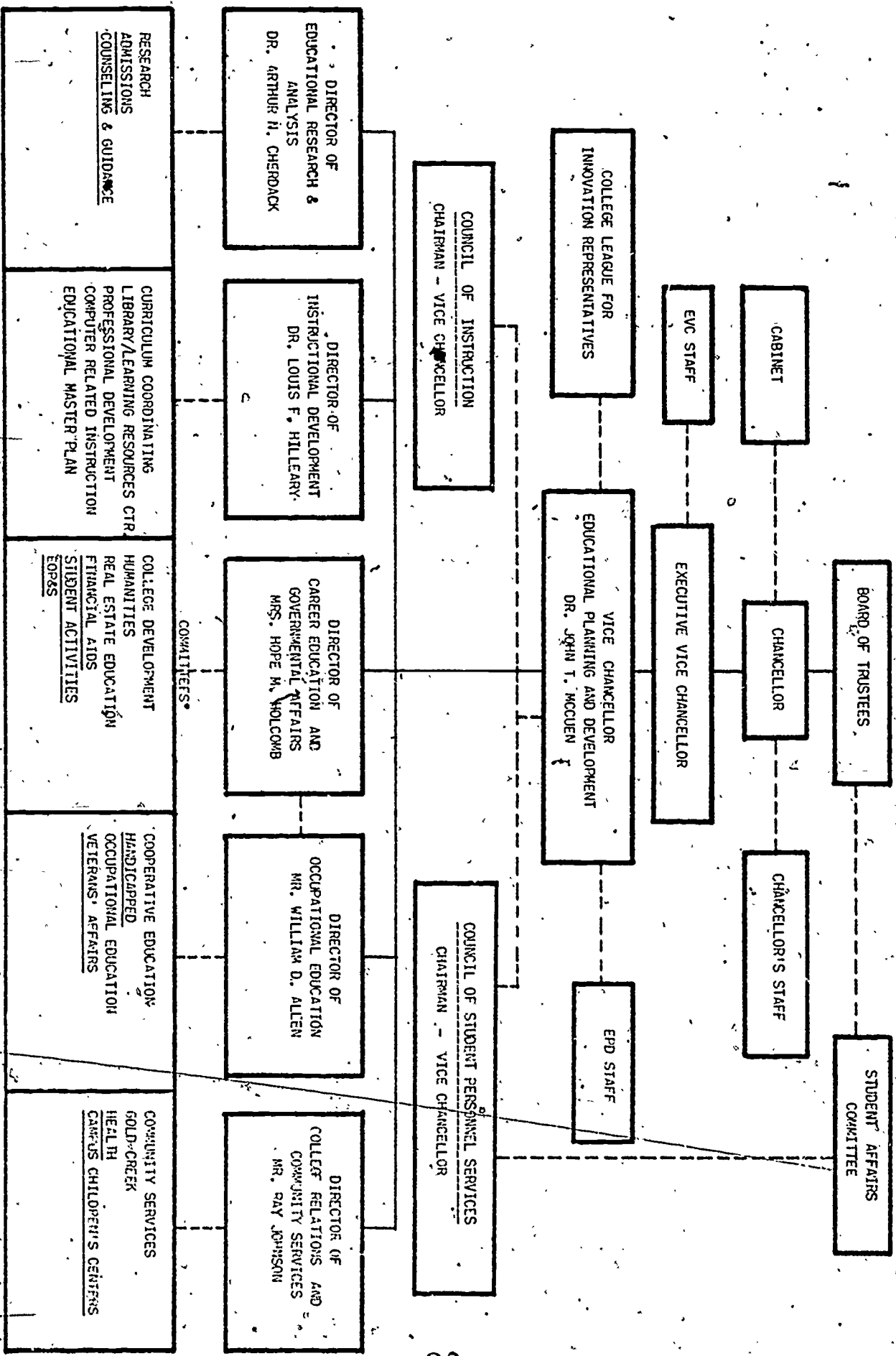
1. Form a task force committee to review District and college policies on the planning of vocational programs.
2. Secure and evaluate advice and suggestions from vocational advisory committees.
3. Conduct a District-wide population needs and job market analysis.
4. Assist each college in making a job market analysis of its own community.
5. Gather and transmit to each college information pertaining to national trends in occupational areas.
6. Assist each college to make a thorough follow-up study of its vocational graduating students in June 1976 by beginning to implement SAM (Student Accountability Model).
7. Assist each college to establish a basic education program to help the disadvantaged prepare for employment.

E. Evaluation

Evaluation will consist of a review by the task force committee and by the number of planned activities accomplished.



EDUCATIONAL PLANNING AND DEVELOPMENT  
FUNCTIONAL ORGANIZATION CHART



• ALL DISTRICT-WIDE COMMITTEES ARE LISTED BELOW THE DIRECTOR WHO SERVES AS CHAIRPERSON. ALL UNDETERMINED COMMITTEES SERVE UNDER THE COUNCIL OF STUDENT PERSONNEL SERVICES. ALL OTHERS SERVE UNDER THE COUNCIL OF INSTRUCTION. WHERE COMMITTEE FUNCTIONS OVERLAP COUNCIL FUNCTIONS, IT IS THE VICE CHANCELLOR'S RESPONSIBILITY TO SEE THAT BOTH COUNCILS ARE KEPT INFORMED.

## FUNCTION 5 - VOCATIONAL EDUCATION PROMOTION

### A. Statement of Need

Too large a segment of the District population is unaware of the variety and depth of vocational education courses offered at the Los Angeles Community Colleges. Too many students, parents, and academic educators associate vocational education disparagingly with "shop" or manual labor.

Thus, District residents need to be made more accurately aware of all vocational education course offerings so they may recognize vocational education as a means to acquiring knowledge, skills and a job. Therefore, there is a need to continue and expand the District's information program.

### B. Goal

To acquaint students, potential students, and area residents with vocational education course offerings and to improve the image of vocational education.

### C. Measurable Objectives

1. To distribute taped or filmed promotional spot announcements at least once a semester.
2. To distribute taped promotional messages to radio stations at least once a year.
3. To distribute a minimum of four District press releases to area print media.

### D. Planned Activities

1. The District Director of Public Information will work with the District Director of Occupational Education to prepare District-wide promotional materials.
2. College vocational education coordinators will keep campus communication officers informed of news and feature material concerning vocational education developments.
3. Colleges will review and update their brochures on occupational programs.
4. Inserts circulated through local newspapers will feature occupational programs.

### E. Evaluation

Measure use of information by the various mass media and gauge media impact through clipping service, personal contact, and other means.



## FUNCTION 6 - STUDENT RECRUITMENT

### A. Statement of Need

There are many different target groups in a community college student recruitment program. These include high school students, out-of-school youth, the disadvantaged, the handicapped, and adults who would benefit from training or retraining. Each group should be informed about the various vocational career opportunities available to them at the Los Angeles Community Colleges.

### B. Goal

To encourage members of the above target groups to enroll in a vocational education course or program.

### C. Measurable Objective

To increase by 5% enrollment among women, senior citizens, the disadvantaged and the physically handicapped.

### D. Planned Activities

1. Each of the colleges will contact feeder high schools and address high school student assemblies.
2. Effective communications will be established and maintained with counselors and faculty of public and private high schools, employee organizations and representatives of the various civic agencies such as the Veterans Administration, the Employment Development Department and the State Department of Rehabilitation.
3. Special visitation events will be arranged at the colleges for members of identified target groups.
4. Off-campus public speaking programs will be conducted among fraternal clubs, and parent-oriented associations.
5. Outreach programs promoting career education will be established in the community.
6. Printed brochures, leaflets, newspaper inserts, radio and television spot announcements, will be prepared and distributed.

### E. Evaluation

Evaluation of student recruitment will consist of a numerical evaluation process designed to measure increase in actual enrollment.

## FUNCTION 7 - CURRICULUM RESOURCES AND ANCILLARY SERVICES

### A. Statement of Need

In order to meet the physical requirements of offering vocational training, the District maintains specialized shop/lab space and equipment. The District has a 10-year facilities master plan for expansion and facilities improvement at each of the nine campuses. Where regular facilities are not available when a new program is being implemented, the District rents or leases appropriate facilities. Outdated capital equipment is replaced each year to maintain industry standards and vocational instructors are offered specialized in-service training on uses of new equipment.

Consideration should be given to increasing the study of space allocation and the equipment needs of existing and anticipated programs. A committee should study development of more orderly equipment replacement schedules and the under-utilization of existing classrooms and shops.

Multi-media production centers have also been established at each college. These centers are responsible for developing materials for all areas of the college and are dependent on special funding to maintain their level of performance. In addition to securing commercially-made audio-visual products, the Media Centers have script specialists and illustrators who create filmstrips, transparencies, slides, and assorted media presentations. In view of the amount of time and money spent in developing these materials, it is imperative that the materials be used economically. Therefore, a coordinated program needs to be set up so that materials developed on one campus by one department can be easily reproduced or shared with other departments or other campuses.

In-service workshops for vocational education teachers should include demonstrations of the latest developments in the field of instructional technology.

### B. Goal

To provide, within existing budget constraints, resources and services necessary to maintain, expand, improve and develop offerings in vocational education as manpower needs evolve. Resources and services include staff, in-service education, facilities, equipment and instructional materials.

### C. Measurable Objectives

1. During the 1976-77 school year, to review at least one-fifth of all vocational training programs in terms of their available resources. (This review will determine if curriculum needs for that course are being met and ascertain that the necessary soft and hardware are available.)

2. To make sure that colleges update course content, texts and instructional materials, and incorporate measurable objectives in revised course outlines in at least three subject matter areas annually.
3. To encourage and facilitate professional growth of the vocational faculty to keep pace with trends in industry.

D. Planned Activities

1. Increase the number of vocational courses offered on Saturdays.
2. Consider offering vocational classes between hours of 3:30 p.m. and 6:30 p.m.
3. Establish committees to study space allocation and shop utilization of vocational programs.
4. Use Advisory Committee's guidance in determining new equipment and materials to be used.
5. Maintain information on new materials and trends through industrial visits and trade periodicals.
6. Advertise by "letter bulletin" ancillary resources available to enhance instruction. (address to each teacher individually)
7. Utilize equipment resources of government and industry which have been offered for instructional purposes beyond budget limits of the District.
8. Publish list of materials available from business and/or industry in each occupation.
9. Identify and fund curriculum writing projects and select committee members.
10. Use references from ERIC whenever possible in writing or updating course outlines and materials.
11. Invite personnel from business and industry to speak to classes.
12. Schedule visitations to business and industry for vocational instructors.
13. Develop workshops to provide cooperative effort of all teachers to understand new materials, processes and/or equipment.
14. Organize an annual Career Education Conference to be sponsored by the District for students, potential students, and the community.

15. Study the possibility of released time or extra pay for in-service training activities during school year for vocational education personnel.

E. Evaluation

Evaluation of the Curriculum Resources and Ancillary Services function is based on continued meetings with planning committees to review the accomplishments of each year, and to continue expansion of vocational facilities to meet the needs of industry with advice, guidance and approval of the business and industry in the area served by the Los Angeles Community College District.

FUNCTION 8 - CAREER GUIDANCE AND COUNSELING

A. Statement of Need

The Los Angeles Community Colleges offer Career Planning and Counseling services to all students enrolled in the colleges. Under a Community Services program these services are offered as well to the population served by the colleges. Services presently offered include individual and group counseling, comprehensive testing, directed study in occupational libraries, informal "rap" sessions, formal seminars with experts from business and industry, field trips to businesses and industrial organizations, meetings between staff and industry leaders to keep counselors better informed about the existence and continuing viability of career opportunities, the compilation and distribution of career opportunities and vocational training information, specialized guidance counselors appointed to assist the disadvantaged and handicapped and referrals to other helping agencies.

To make these services readily available, Career Guidance Centers have been established at East Los Angeles, Los Angeles City, Harbor and Valley Colleges. These Centers were established as a result of funding provided by the Vocational Education Act of 1963.

Mobile Advisement Centers carry career planning and counseling services out to the community from Los Angeles City College, Los Angeles Valley College and Los Angeles Harbor College.

Harbor College also has established at its Career Guidance Center a Dictionary of Occupational Titles Information System. At East Los Angeles College a Vocational Counseling Assistance Program, funded by the V.E.A., sends counselors and counseling services to feeder high schools, both public and private.

Organized Career Planning and Counseling services exist on each Los Angeles Community College campus and the "outreach concept" is in operation at each college.

The District recognizes that education is a continuing process; that it should be available to all ages and groups of people; that there should be equal access as well as equal opportunity at the community college; and that, therefore, career guidance and counseling services should be available to every enrolled

student, and should reach out to the community as well to guide and counsel ordinarily isolated and neglected individuals--the aged, the disadvantaged and the handicapped, to personally satisfying and socially productive lives.

There is a need, therefore, to increase the number of Career Guidance Centers; to increase the number of certificated vocational counselors who are trained to help the aged, disadvantaged, and handicapped, as well as the regular student; to establish on each campus a uniform information file system similar to the DOT system at Harbor College; to increase efforts to extend career guidance and counseling services to the community; to better coordinate academic and vocational programs and to show the complementary nature of both; to assure dignity and status for vocational programs; and to publicize occupational opportunities.

B. Goal

To provide professional career guidance and counseling assistance to every student and member of the community who requires such assistance.

C. Measurable Objectives

1. To increase the number of certificated vocational counselors trained in helping the aged, the disadvantaged and the handicapped by 5 percent during the 1976-77 school year.
2. To extend comprehensive guidance and counseling services to previously isolated groups by 5 percent.
3. To establish by June 1977 an occupational information system on each campus.
4. To increase supportive services (tutoring, remedial reading and writing programs, interpreters, transportation aids, financial aids, etc.) so that the occupational student will follow a chosen program to its logical conclusion and qualify for an entry level job.
5. To include career guidance in the recruitment and special programs developed for veterans.
6. To lend more dignity and status to vocational programs.
7. To increase by 5 percent publicity given to existing and emerging career opportunities.
8. To increase by 10 percent publicity given to existing as well as anticipated career training programs in the colleges.

#### D. Planned Activities

1. Additional Career Guidance Centers will be established, where needed.
2. More certificated staff trained in helping the disadvantaged, the handicapped and the aged will be assigned career guidance and facilitative responsibilities on each campus.
3. An occupational information system, such as DOT, will be established on each campus.
4. Special developmental programs to assist and support vocational students will be functioning on each campus.
5. Seminars for teachers and administrators will be planned as an approach to popularizing career awareness among educators.
6. The title of "Vocational Education Coordinator" will be changed to "Occupational Education Coordinator."
7. Information on career opportunities and career training programs will be circulated among the colleges in a newsletter.
8. Regular on-campus visitations by experts from industry will be planned with a free exchange between them and students regarding job requirements, entry level roles, tenure, etc.
9. Regular visits of counseling staff to different industries will be planned as an approach to updating a counselor's knowledge about employment expectations.
10. Counselors will be invited to advisory committee meetings.

#### E. Evaluation

Evaluation of the guidance and counseling function will consist of an ongoing and year-end follow-up study to determine the number of dropout, job-out, and graduated students. Evaluation will be achieved further by identifying how many planned activities have actually been accomplished.

### FUNCTION 9 - PLACEMENT

#### A. Statement of Need

Vocational education placement services are rendered both formally and informally at each of the nine Los Angeles Community Colleges. Formal services are provided by the Placement Center and Employment Offices on each campus. These serve all students for both part and full-time employment, although the great majority of referrals are to part-time jobs. The individual directly responsible for organizing the operation and interviewing students usually is a classified person. Job orders are generally taken by phone, typed and posted by supportive clerical staff. The entire operation



is usually administered by the Dean of Student Personnel Services. Because of limited staffing, face-to-face contact with employers in the community takes place infrequently. Some campuses, however, have been successful in establishing good community contacts leading to job orders.

Informal placement services are rendered by the vocational education instructors themselves. This is especially true in instances where the teachers have maintained some sort of working relationship with people "in the field." Some individuals return to work in their field every several years in order to keep their skills current. Others make a point of inviting their former colleagues to visit the school plant in order to observe the manner in which students - potential employees - are being trained. The degree to which vocational education instructors are involved in placement varies enormously. Most placement officers feel that this involvement should be encouraged. Informal placement is also carried out by vocational coordinators and advisory committee members. Off-campus formal placement is handled primarily by the Employment Development Department and private employment agencies.

Placement offices are generally not notified if a student is terminated. Thus, vocational education instructors might not get that feedback which could help them adjust their curriculum. There is a continuing need to improve all follow-up procedures relating to vocational curricula and placement; and to this end, the District recognizes the necessity of implementing the SAM system as soon as possible.

Vocational education coordinators need to utilize every possible resource which will help them determine "where the jobs are." This involves maintaining close contact with the Department of Labor, Employment Development Department, Comprehensive Employment Training Act offices, local businesses and industry.

In contrast with Placement Centers' preponderance of part-time orders, there are relatively few notices of full-time permanent employment. Most Placement officers and cooperative education coordinators need the time to establish more face-to-face contacts with local employers so that the number of full-time positions available may be increased.

Relationships between the Placement Center and other segments of the campus need to be coordinated. For example, Cooperative Education instructors should be encouraged to regularly refer their students who are seeking employment to Placement. Also, all on-campus employment should be handled through the Placement Office.

#### B. Goals

To continue to operate Placement Centers in each of the nine colleges.

To continue to encourage vocational education and cooperative education instructors to assist in locating positions for their students. Each vocational training instructor will be urged to develop a system for following up on placement information for all of his graduates.

To improve liaison between vocational instructors, cooperative education coordinators, and the placement centers so that a system is developed for following up on placement information for all occupational graduates.

To increase the effectiveness of the placement program which is measured by the total number of students who are able to find work in their field of interest upon completion of a training program.

C. Measurable Objectives

1. During the 1976-77 school year, continue to keep records at each college on the total number of students who are placed and the particular areas in which they find employment.
2. During the 1976-77 school year, increase the total number of vocational graduates being employed by 10 percent.
3. During the 1976-77 school year, improve placement evaluation process based on standardized criteria and implementation of SAM system.

D. Planned Activities

1. More individualized placement assistance will be made available to improve the match between student training and employment.
2. The Research and Analysis Section of the District Office will assist Placement officers in studying methods and developing an operational plan for accomplishing a more comprehensive employer feed-back system to complement present student follow-up programs.
3. The Research and Analysis section of the District will also assist the Director of Occupational Educational, Placement Coordinators, with the implementation of the SAM system.
4. Placement officers will intensify and coordinate contacts with local employers. Promotional brochures will be more widely distributed and industry representatives will be encouraged to visit vocational shops and training facilities.
5. Placement officers will develop and coordinate policies, guidelines and evaluative criteria to be applied to the placement function on a District basis.
6. Placement officers will coordinate with other District functions in the identification and selection of occupational areas needing special attention and additional work activity to develop job openings.



E. Evaluation

Placement will be evaluated partly in terms of the number of students placed on jobs in their field of interest this year as opposed to years past. This method of evaluating will be specific or approximate, depending on how well a given campus has been keeping its records. This function should be carried out by vocational education instructors as well as Placement Center heads.

The degree to which the Student Accountability Model (SAM) system has been implemented and is operating will be judged.

A start will be made in establishing ratios regarding the number and types of students registered and placed, and job openings generated and filled.

At the end of the year, the District will evaluate the relative success of the new procedures. This will be based upon the number of planned activities actually accomplished.

## FUNCTION 10 - VOCATIONAL INSTRUCTION

### A. Statement of Need

The vocational instructors, deans of vocational education, and the District staff work closely with local advisory committees in the development of new and the review of existing programs. Through this procedure and through other contacts with local firms, the vocational curriculum and instructional procedures are designed to meet community needs. All courses are planned to develop the knowledge and skills necessary for job entry-level employment or to provide the additional training necessary for job advancement. In planning, implementing and revising the program offered, the District incorporates significant data from each of the twelve functions of vocational education when applicable.

Because of the diversity of business and industry in the greater Los Angeles area, there is a demonstrated and felt need for the comprehensive training program being offered by the District to meet the demands of the community. There is also need for the colleges to evaluate their vocational programs and services in relation to the needs of the community they serve. In continuing the District program of Vocational Education, an on-going review of enrollment, follow-up and placement reports should be accomplished to ascertain what programs should be expanded, which are no longer needed and which continue to meet the needs of local business and industry. District administrators and faculty should assist in the review and revision of all course outlines and in the development of up-to-date curriculum guides for each course of instruction. Articulation methods and procedures should be reviewed between the community colleges, high schools and four-year institutions to assure compatibility where similar or feeder courses are offered. Additional one-year certificate programs should be developed and offered, and the District needs to continue to study and increase the courses suitable for the disadvantaged and handicapped students.

### B. Goals

To provide vocational instructional programs which meet the needs of the local labor market and which provide the skills and the knowledge necessary for satisfactory employment.

To serve employed workers who are seeking continuing education courses to achieve upward mobility in their present jobs.

### C. Measurable Objectives

1. During the 1976-77 school year the District will operate vocational training programs which comply with the California State Plan for Vocational Education.

2. During the 1976-77 school year, programs will be started and continued in areas for which there is high employment potential and demonstrated student interest.
3. The effectiveness of vocational instruction will be evaluated on a continuing basis, supplemented with periodic checks on no less than an annual basis to determine how well the colleges are linking and articulating student interests and needs, community needs, labor market needs, and college services.

D. Planned Activities

1. Continue meetings with advisory committees to determine the success of programs and effectiveness of graduates.
2. Tabulate results of follow-up studies to determine how graduates are doing.
3. Visit local business and industry sites and interview employers to determine abilities of students.
4. Conduct semi-annual drop-out studies.
5. Conduct regular in-service training sessions to maintain currency and relevancy of vocational instruction.

E. Evaluation

Evaluation of the vocational instruction function consists of carefully reviewing data from each of the other functions of vocational education as well as implementing the activities of each function where and when appropriate in the instructional program.

## CONSUMER AND HOMEMAKING EDUCATION

- A. In order to meet or exceed minimum standards for VEA Part F programs, the following elements have been incorporated:
1. Community needs assessments have been updated, or are being updated, for all participating colleges to determine which census tracts should be served by each college.
  2. The various programs were planned and will be evaluated by advisory panels, students, parents and community representatives.
  3. The Consumer-Homemaking program given in the Los Angeles Community College District is entitled, "Family and Consumer Studies." Emphasis is on the consumer aspects in Home Economics as evidenced by the various course outlines used in the program,
  4. All Home Economics teachers are invited to attend the State-sponsored in-service training sessions and will attend other special meetings throughout the year.
  5. The primary thrust of the consumer education activities planned by all colleges will be to serve economically depressed areas identified by City, County, State and/or Federal Agencies. The Los Angeles Community College District is proposing to distribute Part F vocational entitlement funds to colleges who have a qualified teacher who holds a valid California credential which authorizes teaching in Consumer and Homemaking Education.

The following colleges meet all qualifications:

Los Angeles City College  
East Los Angeles College  
Los Angeles Harbor College  
Los Angeles Mission College  
Los Angeles Southwest College  
Los Angeles Valley College  
West Los Angeles College

6. The components of the program include the following: Child Development, Clothing and Textiles, Consumer Education and Family Relations, Food and Nutrition, Home Management, Housing and Home Furnishings.

### B. Objectives:

Develop a system to disseminate consumer education information to individuals unable to attend regular campus-based classes.

Provide specialized instruction to mothers in meeting their family and home responsibilities.

Provide increased opportunities for parents to attend parent-child education classes.

Offer opportunities for bilingual senior citizens to gain information on nutrition.

Provide opportunities for instructors to gain latest information concerning consumer education.

Assist people in the sub-culture of poverty with opportunities to learn a new pattern of living.

Offer Consumer and Homemaking education opportunities for Spanish speaking citizens.

Offer additional counseling services in the area of consumer and homemaking.

Provide instruction in Home Management for employed women.

### C. Planned Activities

Los Angeles City College will continue to expand its community aide program for low-income and senior citizens' groups. Slide presentations relating to money management, credit, forms of protection and insurance will be produced. The college will also explore the development of a consumer information center on campus.

East Los Angeles College will publish a bilingual newsletter which will be distributed through agencies. The college will also produce informational filmstrips and slides on consumer education to be shown in key locations in the East Los Angeles area.

Los Angeles Harbor College will continue to develop and expand their community aide training program. A consumer information publication will be distributed in both English and Spanish to the community. Program materials will be developed for presentation to senior citizens' groups.

Los Angeles Mission College will develop a program to train persons for consumer education community projects. Bilingual classes will be offered and a special class aimed at the aging in the community will be set up.

Los Angeles Southwest College will produce filmstrips on Family Finance and Consumer Buying which will be made available to students and community groups. It will also update a booklet which lists places where community members can get assistance on legal, purchasing, credit, nutrition and health problems.

Los Angeles Valley College will produce audio-visual materials pertaining to Child Development to be shown in different places in the Valley. The college will also continue its parent education program which includes special services for Campus Children's Center parents.

West Los Angeles College will prepare a resource booklet which will include the latest information on consumer education and a listing of special agencies which provide specialized professional assistance.

### D. Evaluation

Evaluation will consist of a review of the number of planned activities accomplished and how effective they were in meeting the needs of students and the community.

## FUNCTION 11 - PROGRAM REVIEW

### A. Statement of Need

The District currently has procedures for the review and approval of new vocational programs. All such programs are initiated to meet specific needs in the community. Representatives of business or industry will either contact the colleges and recommend new vocational programs, or ideas are proposed by members of the numerous advisory committees that serve the individual college. A vocational coordinator, assigned to each college, has responsibility for translating the initial idea into a written proposal. After acceptance, this proposal must be reviewed and approved by a District Curriculum Coordinating Council, the Chancellor, and by the Board of Trustees. The District recognizes that existing programs as well as new programs should be reviewed and that this should be a District function as well as a function of each college.

There is a need, therefore, to develop a policy and procedure for the review of existing vocational programs; to establish at each college a "Vocational Program and Review Committee" to assist with the development of new and the review of existing programs; to adopt a District policy that would establish the District as an impartial agency with responsibility for auditing and reviewing existing vocational programs at each College.

### B. Goal

To review all new and existing vocational programs using criteria based upon specific vocational needs in the communities served by the College District.

### C. Measurable Objectives

1. To develop by June 1977, a District policy and procedure for the review of existing vocational programs and services.
2. To develop by June 1977, a method for obtaining and recording data pertaining to existing vocational programs and services.

### D. Planned Activities

1. A plan for the systematic review of college vocational programs and services will be designed and implemented.
2. Colleges will receive all studies conducted by the District on Vocational Education Enrollment.
3. A procedure for conducting cost effectiveness analyses of all vocational programs and services will be devised by June, 1977.

E. Evaluation

Evaluation of the Program Review function will consist of analyzing data obtained from the planned activities. This data will be reviewed and studied by the faculty, vocational coordinators, deans, and advisory committees. They will make recommendations for improving or discontinuing programs in accordance with community needs and standards.

FUNCTION 12 - EVALUATION

A. Statement of Need

Evaluation of vocational programs is presently accomplished by the Dean of Instruction, the Vocational Education Coordinator, the Faculty, and Advisory Committees at each College.

The District recognizes that criteria should be developed on a District level to establish guidelines for determining program effectiveness and that each vocational program should strive to meet these minimum standards. The District recognizes further that each College should have its own evaluation component and that the District evaluation function should be to assist, audit, and monitor the evaluation component of each College. Evaluation of these components should be based upon how well the objectives of the twelve functions of vocational education are being met as well as upon additional criteria developed by the District. Evaluation should be functional and end-point.

There is a need, therefore, to develop District-wide criteria for determining program effectiveness; to assist each College to establish its own evaluation component.

B. Goal

To conduct functional and end-point evaluations of the twelve functions of vocational education in order to maintain the effectiveness and relevancy of the District's Vocational Educational Program.

C. Measurable Objectives

1. To develop criteria for evaluating the effectiveness of vocational programs.
2. To develop guidelines for establishing a uniform evaluation component at each College.
3. To develop a policy that would establish for the District a monitoring function in the evaluation process.
4. To develop a policy that would require functional and end-point evaluation, by the Colleges and the District, of the twelve functions of vocational education.



D. Planned Activities

1. Criteria for determining the effectiveness of vocational programs will be devised.
2. Each College will be assigned the responsibility for evaluating the operations of the twelve functions of vocational education on its own campus and to report this information to the District.
3. The District and each College will continually monitor and review changes in industry and be cognizant of how these changes influence the effectiveness of vocational programs.
4. The District and each College will conduct annual follow-up studies of completing students as well as studies to evaluate the reactions of drop-outs, job-outs and graduates to vocational programs offered by the District. In this regard, the District will begin to implement the SAM system.
5. Advisory committees and employers who request or fail to request more graduates will be used as sources of vital program effectiveness information.
6. Continuous interchange between community agencies such as EDD and REHAB will be maintained to solicit and document their evaluative recommendations.
7. Colleges will invite COPEs (Community College Occupational Programs Evaluation System) to continue to visit their campuses to assist in improving the quality and availability of vocational education in the Los Angeles Community Colleges.

E. Evaluation

On a continuing basis, and no less than once each year, District and College personnel will meet to review and evaluate their system, and its effectiveness for objectively evaluating the twelve major functions of vocational education.



PART III

LONG-RANGE PROGRAM PLAN

1977-78, 1978-79, 1979-80, 1980-81

### PART III. LONG-RANGE PROGRAM PLAN

The State outline of instructions requests long-range plans for each of the 12 functions listed for vocational education in Part II of the outline. These plans were partially described under the heading of "Planned Activities" for each of the 12 functions in Part II.

The following long-range plans will supplement and extend the descriptions of planned activities noted for each of the 12 functions.

The nine colleges in the District have long-range plans for extending and improving vocational education programs and services. The plans are many, and range from general plans to comprehensive detailed plans. Some of the long-range plans are rather firm and are scheduled on a priority basis. Many of the plans exist in a fluid state, and the date or year of implementation is dependent upon many uncontrolled factors such as the availability of funds and staff, Board of Trustees approval of major plans and administrative policies, etc. However, the District is presently developing an over-all Education Master Plan. An important and integral part of this plan will be District plans for vocational education.

The following are some of the District's long-range plans for vocational education. Detailed plans are available for review in the District.

#### I. POPULATION NEEDS

##### A. Goals (Long-Range)

Within the District, and in cooperation with city, county, state and federal governmental agencies, and private groups, design a functional system for gathering and using data on population needs by the following means:

Establish lines of communication with governmental agencies and private groups responsible for collecting and analyzing information on population needs.

Collect data and resource materials on the ethnic, socio-economic, educational, employment and special needs of the population.

Update census data and other population statistics whenever possible.

Review, analyze and summarize data pertinent to educational planning.

Prepare simple, usable reports that provide data useful to those responsible for planning vocational programs and services.

Gather data on student interests and needs in the high schools of the District.

Conduct special surveys and research in the District when needed to supplement data provided by other agencies and groups.

Plan a system of communication that will assure the dissemination of data collected to those responsible for vocational education.

B. Measurable Objectives

1. Contact and receive demographic reports from Employment Development Department, Census Bureau, Bureau of Labor Statistics, various civic and private planning units.
2. Prepare written reports after data reduction and analysis.
3. Maintain current file of local training courses and programs to avoid unwarranted duplication.
4. Disseminate information to counselors and to vocational education personnel on a regular basis.

C. Desired Outcome

A refined functional system that will provide current, usable information and data needed to plan and develop vocational programs that will serve the needs of the community.

II. **JOB MARKET NEEDS**

A. Goals (Long-Range)

To seek District support for the development of a plan and the establishment of a position in the district, responsible for research and statistics in vocational education. Establish better working relationships with governmental agencies and private groups; collecting and analyzing labor market information.

To continually collect current data on employment opportunities and job performance requirements.

To disseminate labor market information to those responsible in the colleges for planning vocational education programs and services.

B. Measurable Objectives

1. Compile reports reflecting current and projected job market needs and trends from Employment Development Department, the Bureau of Labor Statistics, various public and private organizations.
2. Maintain a file of current and planned training courses and programs to avoid unwarranted duplication.
3. Disseminate relevant information to counselors and to vocational education personnel on a regular basis.

C. Desired Outcome

The development of a system that will produce up-to-date labor market information that can be used by educational program planners to integrate population needs, job needs, and college programs and services.

### III. JOB PERFORMANCE REQUIREMENTS

#### A. Goals (Long-Range)

To hold planning meetings with college campus personnel concerned with developing and refining a system for the orderly planning and revision of instructional programs according to up-to-date job performance requirements.

To provide in-service training for college staff responsible for keeping vocational programs and services in tune with current and projected job requirements.

#### B. Measurable Objectives

1. Improve communication with business and industry to assure that classroom instruction is linked to needed knowledge and skills.
2. Follow-up former students to determine which segments of college instruction and training were most helpful in obtaining a job and progressing in that job.

#### C. Desired Outcome

To have a better prepared staff through in-service training; and maintain a scientific system for developing and revising vocational curricula and instructional processes, so they conform to modern job requirements.

### IV. PROGRAM PLANNING

#### A. Goals (Long-Range)

To develop and maintain a comprehensive system for planning vocational programs that will coordinate community needs, job market needs, and college services, as described in function #4 of this plan for vocational education.

#### B. Long-Range Plans for New Instructional Programs

The nine colleges in the Los Angeles Community College District have developed (long-range) Educational Master Plans, along the guidelines provided by the Chancellor's office, and in accordance with Title 5, California Administrative Code.

Using the 12 major functions of vocational education as general guidelines, the colleges have planned in whole or part, the following vocational programs for possible implementation during the years of 1976-77 through 1980-81. Most programs have certificate and/or associate degree options. Courses in some of the programs have options for transfer into upper division programs.

College	Program Title	Projected Operational Year				
		76-77	77-78	78-79	79-80	80-81
City	Animation Curriculum	X				
	Community Care	X				
	Engineering Technician	X				
	Environmental Science	X				
	Infant Care			X		
	Juvenile Advocacy Program		X			
	Motion Picture Laboratory Technician		X			
	Older Adult Program	X				
	Probate Specialist		X			
	Psychiatric Technician	X				
	Public Administration		X			
	Recording Studio Technician-Radio			X		
	East	Horticulture Technician				X
Interior Design & Decoration						X
Environmental Technician					X	
Insurance		X				
Medical Stenographer			X			
Bilingual Secretarial				X		
Graphic Communication Arts					X	
Recreation & Parks					X	
Counselor Aide		X				
Bioengineering & Biomedical Tech						X
Electro-Mechanical Technology						X
Manufacturing Instrumentation & Control Tech					X	
Motorcycle Repair Tech					X	
Small Engine Mechanic						X
Process Piping and Design						X
Industrial Motion Picture & T.V.					X	
Textile Production & Design						X
Public Health Technician				X		
Medical Laboratory Technologies				X		
Cardio-Pulmonary Technician		X				
Pharmacist Assistant				X		
Food Services Management				X		
Dietetic Technician				X		
Legal Assistant			X			
Chemical Technician	X					
Construction Supervision & Inspection				X		
Harbor	Human Services		X			
	Paraprofessional Training	X				
Mission	Veterinary Technician		X			
	Restaurant and Hotel Management					X
	Real Estate		X			
	Secretarial Science, Legal	X				
	Secretarial Science, Medical		X			
	Computer Science	X				
	Model Making					X
	Engineering			X		
	Electronics				X	

College	Program Title	Projected Operational Year				
		76-77	77-78	78-79	79-80	80-81
Mission (Con't)	Environmental Technician	x				
	Air Conditioning					x
	Aircraft Occupations				x	
	Drafting			x		
	Allied Health Core	x				
	Registered Nurse		x			
	Occupational Therapy		x			
	Physical Therapy			x		
	Recreational Therapy				x	
	Recreation			x		
Pierce	Merchandising		x			
	Medical Records Library Technician		x			
	Child Development					x
	Allied Health		x			
	Graphic Arts Technician			x		
	Construction Technology		x			
	Media Arts - Communication Arts		x			
	Diesel Technology				x	
	Surveying Technology		x			
	Southwest	Merchandising	x			
Advertising and Graphic Arts			x			
Community Development		x				
Allied Health		x				
Dietetics Technician		x				
Dental Auxillary Worker		x				
Medical Assistant			x			
Occupational Therapy			x			
Medical Laboratory Technician			x			
Hotel/Motel Tourism Technician		x				
Real Estate		x				
Travel		x				
Construction Technology		x				
Secretarial-Medical- Legal					x	
Educational Aide		x				
Public Service		x				
Psychiatric Technician			x			
Industrial Technology		x				
Human Service Aide		x				
Commercial Music		x				
Legal Assistant		x				
Urban Studies		x				
Quality Control Management		x				
Small Business Administration	x					
Public Administration	x					
Trade-Tech	Aircraft Sheet Metal Mechanics		x			
	Aircraft Transportation Agent	x				
	Recreational Assistant	x				
	Pilot Ground School Training			x		
	Ceramics Technician	x				
	Bio-Medical Technician	x				
	Airline Stewardess			x		
Environmental Control Technician				x		

College	Program Title	Projected Operational Year				
		76-77	77-78	78-79	79-80	80-81
Trade Tech (Con't)	Marine Engine Repair	x				
	Plastics Technology Quality Control				x	
	Laser Technician					x
	Social Services Worker		x			
	Emergency Medical Technician			x		
	Public Service Worker (Supervisory)		x			
	Hotel-Motel Management	x				
Valley	Correctional Science		x			
	Fashion Careers		x			
	Legal Assistant		x			
West	Developmental Disabilities					x
	Fashion Merchandising	x				
	Health Occupations Core		x			
	Mental Health Technician		x			
	Psychological Services					x
	Public Administration		x			
	Recreational Assistant		x			
	Social Work and Helping Services			x		
	Supervision	x				
	Theater Arts			x		
	Urban Studies				x	



## V. VOCATIONAL EDUCATION PROMOTION

### A. Goals (Long-Range)

Plan a series of meetings between District Director of Public Information, college administrators and communications officers for the purpose of planning a systematic long-range program for promoting vocational education.

Identify the persons and groups to be contacted on both the District and college community levels, and outline a plan of shared responsibilities for public information activities.

### B. Measurable Objectives

1. Publicize vocational education offerings through the print and electronic media, and billboard public service announcements.
2. Acquaint local civic and private agencies and groups through a public speaking program.
3. Distribute college literature, especially vocational brochures, in public buildings, neighborhood centers, shopping complexes, etc.

### C. Desired Outcome

A public information service that will effectively convey Los Angeles Community Colleges Vocational Opportunities to students, non-traditional students, the community at large, and local business and industry.

## VI. STUDENT RECRUITMENT

### A. Goal (Long-Range)

The District will work cooperatively with college representatives on each campus to develop a planned approach to student recruitment, as a component to the colleges program of public information.

### B. Measurable Objectives

1. Foster, on a continual basis, effective communication with feeder high school counselors, teachers, and students and with agencies such as Employment Development Department, the Veterans Administration, the YMCA and youth groups.
2. Arrange annual campus visitations of community residents and high school students and their parents.
3. Increase recruitment of the so-called non-traditional student groups, such as senior citizens, middle-years women, etc.

C. Desired Outcome

A recruitment system that will reach students needing education and training for available job opportunities in the community and who can profit from college vocational programs.

VII. CURRICULUM RESOURCES AND ANCILLARY SERVICES

A. Goals (Long-Range)

Initiate actions in cooperation with the nine colleges to explore and study the desirability of developing a resource center on each campus. Such center to aid instructors; a) survey the market for instructional materials appropriate to their needs, including curriculum, textbooks, multi-media equipment and related materials; and b) provide technical, developmental support and production services to instructors wishing to develop their own materials.

Study the feasibility of developing plans for the systematic replacement of obsolete equipment and facilities, and the comparative costs of such a system to the present.

Expand and improve Study and Learning Skills Centers in a way that will serve regular students but give primary attention to the needs of special students, such as the handicapped and disadvantaged.

Provide for a survey of campus needs for pre-service and/or in-service training of vocational instructional, and support personnel. Upon identification of needs, seek the aid and assistance of established institutions and agencies providing such service. When such services are not available elsewhere, seek special funding and/or District assistance for the support of such services.

Promote the establishment, expansion and improvement of Career Information (or Guidance) Centers on each campus.

B. Measurable Objectives

1. Assess annually vocational education offerings to sustain responsiveness to changing community needs and desires.
2. Reflect this assessment in altered college offerings.
3. Expand or contract hardware and software services supportive to the various courses.

C. Desired Outcome

A plan of priorities and actions for maintaining the viability of curricular resources and instructional support services.

## VIII. GUIDANCE AND COUNSELING

### A. Goals (Long-Range)

To form a study committee to assess and evaluate the adequacy and effectiveness of guidance and counseling services on each college campus, and to recommend ways and means for strengthening such services, including the placement of such services in the organizational structure of the colleges.

### B. Measurable Objectives

1. Facilitate vocational interest and aptitude testing on a continual basis.
2. Update current and projected job opportunity information annually.

### C. Desired Outcomes

Improved and expanded vocational guidance and counseling services.

Greater instructional staff awareness of the counseling function and service.

Improved services for students resulting in greater confidence in counseling services.

Improved organizational structures and methods for counselors to use in blending student interests and needs with community needs, labor market needs, and college vocational programs and services.

## IX. PLACEMENT

### A. Goals (Long-Range)

Establish and/or refer to an appropriate study committee in the District the task of finding ways and means for coordinating and strengthening the placement function between instructors, department chairman, work experience coordinators and the placement offices.

### B. Measurable Objectives

1. Develop and maintain effective communication with local business, industrial and civic agencies to increase the movement of trained students into job vacancies.
2. Follow up students already placed with the aim of finding employment opportunities for additional students and evaluating curricular.
3. Strengthen cooperative educational programs with particular emphasis on involving disadvantaged and handicapped students.

C. Desired Outcome

Improved placement services that will delineate responsibilities for the placement function in the colleges, and utilize the services of governmental agencies and other appropriate groups in the community.

X. VOCATIONAL INSTRUCTION

A. Goals (Long-Range)

Provide for the establishment of a District Task Force Committee to review and evaluate the District Plan for Vocational Education, and how each of the 12 major functions of vocational education in the District can be strengthened.

B. Measurable Objectives

1. Determine annually whether current course offerings are responsive to community needs and desires. The other 11 major functions of vocational education will serve as guidelines for the annual determination.
2. Adjust instruction as warranted by the annual review.

C. Desired Outcome

A functional operation and management system that will assure that each college offer vocational instruction programs that are the end product of the input and effectiveness of the other 11 major functions of vocational education.

XI. PROGRAM REVIEW

A. Goals (Long-Range)

To work cooperatively with appropriate District committees on the development of criteria and guidelines that can be used by vocational personnel to review their vocational programs and services on a continuing basis. Such review guidelines to include the 12 major functions of vocational education and the sub-elements of the 12 functions such as staff involvement, working relationships with advisory committees, governmental agencies and community groups.

B. Measurable Objectives

1. Analyze annually vocational education programs to appraise their effectiveness, completeness, and responsiveness to area opportunity.
2. Shift program emphasis, as required, to help colleges fulfill more fully their vocational education roles in their respective communities.

C. Desired Outcome

A plan that will provide for the systematic review of college vocational programs and services as outlined in the District Plan for Vocational Education.

XII. EVALUATION

A. Goals (Long-Range)

To plan, develop and maintain a comprehensive system for evaluating the effectiveness of ongoing vocational programs and services, and the end product of the vocational instruction program --- the student and his job success.

To combine and utilize the pragmatic and scientific systems of evaluation as outlined in function #12 of this District Plan for Vocational Education.

B. Measurable Objectives

1. Involve vocational administrators, instructors and students in annually gauging the success of such programs as student recruitment, enrollment retention, cooperative education, work study and job placement.
2. Seek program analysis from industry advisory panels.

C. Desired Outcomes

A comprehensive system for objectively evaluating college vocational programs and services on a continuing basis, including the 12 major functions of vocational education outlined in the District Plan for Vocational Education, and the sub-elements of the 12 functions. Further, that the greatest number possible of vocational personnel be involved in the evaluation process.

PART IV  
DESCRIPTIVE TABLES

PAGE(S) 47-60 ~~was~~ (WERE) ~~MISSING~~ (REMOVED) FROM  
THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE  
ERIC DOCUMENT REPRODUCTION SERVICE.



Descriptive Information About 15% and 10% Part B Set-asides for Programs For Disadvantaged and Handicapped Students.

I. Disadvantaged

A. How students will be identified

1. Referrals from high schools
2. Counselor identification
3. Peer identification
4. Identification through Job Placement Office
5. Referrals from Financial Aids Office

B. How the nature of disadvantaged conditions will be identified

1. Teacher identification of students who are not achieving in a regular vocational program.
2. Low scores on SCAT tests
3. Low scores on placement tests
4. Peer counselor identification
5. Counselor identification
6. Teacher interview
7. Students voluntarily seeking remedial help

C. How the District intends to overcome those disadvantaged conditions

1. Each college maintains a Learning Skills Center that is directed by a certificated staff member to accommodate individual needs as well as group needs.
2. Remediation prescriptions are developed to meet individual needs.
3. Tutors are available and assigned when needed.
4. A multi-media center is maintained and equipped with such things as:
  - Individual carrels
  - Timed readers
  - Filmstrips
  - Tapes
  - Tape cassettes
  - Slides
  - Programmed texts
  - Worksheets
  - Other special instructional material
5. Teachers maintain liaison with the Learning Skills Center and make recommendations concerning the use of specialized instructional material.
6. Four of the nine colleges maintain a Career Guidance Center; organized guidance and counseling services exist on each campus.

D. Planned Activities

Los Angeles City College will provide for diagnostic assessment of disadvantaged students as a basis for planning programs and supportive services suited to students' individual needs and abilities.

East Los Angeles College will provide for an expanded program of assistance to disadvantaged students. Recruitment, assessment and counseling activities will be emphasized. Curriculum modifications are also planned to meet the needs of disadvantaged students.

Los Angeles Harbor College will continue to expand its Minibus program of peer counseling in the community. Vocational guidance will be offered to Outreach classes and tutoring services will be continued.

Los Angeles Mission College will expand its Self-Paced Instruction program through additional classes in Typing and Shorthand.

Los Angeles Pierce College will continue to expand its peer tutorial and counseling services to the disadvantaged and further develop its basic skills laboratory.

Los Angeles Southwest College will continue to provide professional and peer counseling to disadvantaged students and expand its recruitment activities.

Los Angeles Trade-Tech College will continue to provide counseling services for the disadvantaged and assist students improve their communication skills. Curriculum modifications are being planned to meet needs of disadvantaged students.

Los Angeles Valley College will expand its individualized instruction program in secretarial science and provide for better facilities.

West Los Angeles College will continue to provide counseling and tutoring services, purchase additional equipment and materials as instructional aids, and set up an individualized instruction laboratory.

## II. Handicapped

### A. How students will be identified

1. Referrals from high schools
2. High school visitations and student conferences
3. Counselor identification
4. Nurse identification
5. Teacher identification
6. Student identification
7. Learning Skills Center identification
8. Referrals from State Department of Rehabilitation

### B. How the nature of handicapped conditions will be identified

1. High school records
2. Health records furnished by the school nurse and/or family physicians
3. Conferences between various college staff and the students

### C. How the District intends to overcome those handicapped conditions

1. The District began an official handicapped program to meet the needs of handicapped students in the Fall of 1971
2. The coordinator of the handicapped program is responsible for identifying specific services for handicapped students such as:
  - Tutors
  - Notetakers
  - Interpreters
  - Tape recorders
  - Priority registration
  - Lowered telephones and drinking fountains
  - Mobility assistants
  - Transportation assistance
  - Elevator keys
  - Special parking (District funds)
  - Removal of architectural barriers
  - Special counseling and guidance
  - Special instructional materials

### D. Planned Activities

Los Angeles City College will continue to offer special service programs for the visually handicapped. It also plans to develop more courses designed to assist the handicapped in becoming more active members of the community.

East Los Angeles College will conduct special orientation classes and will provide tutorial services, interpreters for the deaf, notetakers and mobility aides for the handicapped. Special recruitment efforts will be made to bring more community people with handicaps into vocational training programs.

Los Angeles City College will offer services designed to assist students develop techniques for job preparation. An Advisory Committee will help develop meaningful courses related to job skills. Specialized equipment will be utilized to extend course offerings to the handicapped.

East Los Angeles College will provide for curriculum modifications to enable more handicapped students to enroll in the programs. Specialized equipment purchases and job development for the handicapped are also planned.

Los Angeles Mission College will emphasize recruitment and promotional activities to reach handicapped persons in the community.

Los Angeles Pierce College will continue to provide special services for the handicapped through additional interpreters and tutors. It plans to develop an electronics laboratory where handicapped students can get training on specialized equipment.

Los Angeles Southwest College will expand its recruitment and promotional activities to reach more handicapped persons in the community. Counseling and tutoring services will be continued.

Los Angeles Trade-Tech College will develop a training program for tutors, teachers and assistants to assist them in working with handicapped students. Additional instructional materials will be prepared. A resource center is being planned to provide students with specialized services.

Los Angeles Valley College will continue a job readiness program for its handicapped students. There are also plans for developing a new program in data processing to suit the students' needs.

West Los Angeles College will continue to maintain services now provided for the handicapped and develop programs to assist them overcome their disabilities.

DISTRICT PLAN FOR VOCATIONAL EDUCATION

UNDER THE

VOCATIONAL EDUCATION AMENDMENTS OF 1968, PUBLIC LAW 90-576

1976-77

Region Southern	Code 2	County Los Angeles	Code 19
District Los Angeles Community College District 2140 West Olympic Blvd., Los Angeles, Ca. 90006			Code 64741

Address

~~XXXXXXXXXX~~ Chancellor

Dr. Leslie Koltai

The attached district plan for vocational education and/or update of current district plan describes the extent and nature of the total vocational education efforts of this district for 1976-77.

This plan is not an application for VEA-68 funds. However, it is the basis for such application and describes all vocational education programs, activities, and services in the district.

(Signed) Leslie Koltai  
~~XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX~~  
~~XXXXXXXXXX~~ CHANCELLOR

Date March 12, 1976

(Signed) William D. Allen  
 Director or Dean of Vocational  
 Education or His Designee

Date March 12, 1976

Contact Person:

Name William D. Allen  
UNIVERSITY OF CALIF  
LOS ANGELES

Title Director, Career and Occupational Education

Phone (213) 380-6000, ext. 274  
 Area Code                      Number

JUL 16 1976

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 JUNIOR COLLEGES

